

# Kentucky Department of Education

## Course Standards for 2019-20 and Beyond

Course Code: 703089

Course Name: 4-5 Intermediate Integrated Health Education & Physical Education

Grade level: 4

Upon course completion students should be able to:



### Standards

#### HEALTH

##### Standard 1

Students will comprehend content related to health promotion and disease prevention to enhance health.

- 4.1.1. Identify family and school rules about alcohol use.
- 4.1.2. Explain the importance of eating a variety of foods from all the food groups and describe the benefits of healthy eating habits.
- 4.1.3. Identify feelings and emotions associated with loss and grief and depression and sadness and explain what it means to be emotionally healthy.
- 4.1.4. Identify personal stressors at home, in school and with friends.
- 4.1.5. Describe the symptoms of someone who is seriously ill and needs immediate medical attention.
- 4.1.6. List ways to prevent injuries at home, at school and in the community and explain what to do if someone is poisoned or injured and needs help.
- 4.1.7. Describe ways to prevent the spread of germs that cause infectious disease.
- 4.1.8. Summarize why it is harmful to tease or bully others based on personal characteristics.
- 4.1.9. Explain the short and long-term physical effects of being exposed to others' tobacco use.
- 4.1.10. Identify strategies to avoid physical fighting and violence.
- 4.1.11 Explain the importance of telling an adult if someone is in danger of hurting themselves or others.

##### Standard 2

Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 4.2.1. Describe how community can support personal health decisions and behaviors

##### Standard 3

Access valid information, products and services to enhance health.

- 4.3.1. Identify characteristics of valid health information, products and services.
- 4.3.2. Describe resources from home, school and community that provide valid health products and services.

##### Standard 4

Use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.4.1. Describe effective verbal and non-verbal communication skills to enhance healthy behaviors.
- 4.4.2. Describe healthy ways to manage or resolve conflict.

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- 4.4.3. Describe refusal skills that avoid or reduce health risks.
- 4.4.4. Demonstrate how to effectively communicate needs, wants and feelings in healthy ways.
- 4.4.5. Demonstrate how to communicate support for others.

### Standard 5

Use decision-making skills to enhance healthy behaviors.

- 4.5.1. Describe how family, peers and media influence decision-making for personal health.
- 4.5.2. Explain the essential steps needed to make a health-related decision.
- 4.5.3. Explain how community, school, media and technology influence a decision related to personal health.

### Standard 6

Use goal-setting skills to enhance healthy behaviors.

- 4.6.1. Set long-term goals for positive physical, mental or emotional health and identify skills you will need to achieve them.
- 4.6.2. List goals and identify steps needed for achieving goals.
- 4.6.3. Analyze resources in the family, school or community that can influence (positively or negatively) the achievement of health related goals.

### Standard 7

Practice health-enhancing behaviors and avoid or reduce health risks.

- 4.7.1. Compare and contrast the short and long-term effects of positive and negative health choices.
- 4.7.2. Describe practices and behaviors that reduce or prevent health risks related to diseases and injuries.
- 4.7.3. Interpret why good health habits enhance physical, mental and emotional health.

### Standard 8

Advocate for personal, family and community health.

- 4.8.1. Demonstrate how to advocate for others (peers, family and community) to make positive health choices.
- 4.8.2. Describe personal beliefs to persuade, support and promote others to improve personal health and wellness.

## PHYSICAL EDUCATION

### Standard 1

Demonstrate competency in a variety of motor skills and movement patterns.

#### Locomotor

- 4.1.L1. Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways and traveling in different directions.

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### Non – Locomotor

- 4.1.NL1. Apply non-locomotor skills in various activities, using a variety of body parts and shapes, at different levels, individually and with partners and equipment.

### Body Management

- 4.1.BM1. Perform a variety of controlled transitions between balances with partners.
- 4.1.BM2. Transfer weight to different body parts at varying speeds, with and without equipment.

### Manipulative Skills

- 4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues.

## Standard 2

Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

### Space

- 4.2.SP1. Combine spatial concepts with combination movements for small group activities in a variety of environments.

### Speed, Direction and Force

- 4.2.SD1. Apply speed, endurance and force in activities and game-like situations.

### Strategy

- 4.2.ST1. Apply basic offensive and defensive strategies and tactics in a variety of activities.

## Standard 3

Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

### Physical Activity Knowledge

- 4.3.PA1. Identify factors that motivate daily participation in physical activity.

### Physical Fitness Knowledge

- 4.3.PF1. Record physical activity minutes inside and outside of school to determine progress toward daily recommendation.
- 4.3.PF2. Identify physical activities that improve the components of health related fitness.

### Nutrition

- 4.3.N1. Discuss the importance of hydration choices relative to physical activities.

## Standard 4

Demonstrate responsible personal and social behavior that exhibits respect for self and others.

### Social Interactions/Working with Others

- 4.4.SW1. Encourage and accept all peers in a variety of physical activities.

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### Rules and Etiquette

- 4.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education.

### Safety

- 4.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others.

### Standard 5

Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

### Health

- 4.5.H1. Compare the health benefits of various physical activities.

### Challenge

- 4.5.C1. Rate the enjoyment of participating in challenging and mastered physical activities.

### Self-Expression and Enjoyment

- 4.5.SE1. Rank the enjoyment of participating in various physical activities.

### Social Interaction

- 4.5.SI1. Compare positive social interactions when engaged in a variety of physical activities.

### Advocacy

- 4.5.A1. Examine personal beliefs that may encourage others to be physically active.